

## SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

1. Federal EIN, Tax ID or  
Social Security Number

38-3013026

2. Legal Name of Entity

LEARNING DISABILITIES CLINIC, INC.

3. Name of Entity as you would like it to appear on the Approved List

LEARNING DISABILITIES CLINIC

4. Entity  
Type:

☒ For-profit  
☐ Non-profit

☐ Business  
☐ Community-Based  
Organization  
☐ Educational Service Agency  
(c.g., RESA or TSD)

☐ Institution of Higher Education  
☐ School District  
☐ Other  
(specify): \_\_\_\_\_

5. Check the category that best describes your entity:

6. Applicant Contact Information

Name of Contact

LYNNE MASTER

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OK PARK

State

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48237

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Website www.ldclinic.com

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

7

**7. Local Contact Information** (If different than Information listed above)

Name of Contact

Phone

Fax

Street Address

City

State

Zip

E-Mail

Website

**8. Service Area**

List the Intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.

☒ Statewide

Intermediate School District(s):

Name(s) of District(s):

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

8

### 9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☒ Yes

☐ No

Kelly Beard, M.A. CCC-SLP

What school district are you employed by or serve: \_\_\_\_\_

BIRMINGHAM PUBLIC SCHOOLS

In what capacity are you employed or do you serve (position title): \_\_\_\_\_

SPEECH LANGUAGE PATHOLOGIST

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

**IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

## **Exemplar 1: Description of Comprehensive Improvement Services**

Learning Disabilities Clinic (LDC) has been in continuous operation for more than 45 years, providing quality programs and partnerships throughout Michigan. LDC is the only North Central Association Commission on Accreditation and School Improvement (NCA), Commission on International and Trans-regional Accreditation (CITA), AdvanceEd accredited education clinic in the United States. As an accredited special purpose school, LDC is well versed in the requirements for successful schools. The owner/director is a certified NCA Quality Assurance Chair (QAR), and can offer Local Education Authorities (LEAs) valuable insights in program design that are aligned with NCA Standards.

LDC has met the rigorous requirements for national certification as a Women's Business Enterprise.

Programs may include reading improvement, math improvement, ACT test preparation, study skills, course credit recovery in any high school subject, summer school, staffing, and special education contract services. LDC engages speech/language pathologists, social workers, school psychologists, and occupational therapy specialists to provide direct student services and teacher training to enhance sensitivity, understanding, and best practices. LDC has been authorized by the Michigan Department of Education (MDE) since 2004 to offer Supplemental Education Services (SES) to Title I students attending schools failing to make Adequate Yearly Progress (AYP).

All programs are specifically designed by LDC staff in collaboration with the LEA administration and staff. As a result, each program provided by LDC is unique in its support of school improvement plans, as well as government and/or grant requirements, and utilizes one-to-one or small group instruction in all cases.

- Support systems to ensure student and teacher success and sustain improvement

**Structured one-to-one or small group instruction:** This model represents the basis of student improvement. One-to-one and small group instruction allows each child personal attention and the opportunity to solve problems as a member of a group, to demonstrate mastery by means of peer teaching, and to sustain improvement during a review of the targeted skills. Success as an individual and as a group member enables students to integrate what they have learned into active working memory and feel confident in the classroom. Unique to LDC is that instruction is provided by a Master or Ph.D. level teacher.

Groups are created by LDC and the school by use of prior testing (such as the MEAP, MME, ACT PLAN, ACT Explore, and others), along with our own pre and post testing. This information provides the basis for homogeneous grouping according to age, grade, and skill development level. It is our experience that homogeneous grouping maximizes student success and improvement as a part of the LEA Response to Intervention (RTI) programs.

**Individual Learning Plan (ILP).** All learning plans are created in alignment with the Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and Common Core Standards. When students have been certified for Special Education, the goals of the Individual Education Plan (IEP) are integrated into an LDC ILP. All ILPs take into consideration pre-testing information, parent input, in addition to teacher and administrative recommendations.

**Progress Monitoring.** Progress monitoring is data driven based foremost on achievement testing. We also use LDC teachers' anecdotal notes in response to their observations, as well as written and verbal

reports from parents, classroom teachers, and districts. LDC does ongoing scrutiny of student report cards, parent feedback, classroom teachers' notes, school assignments and school test grades to determine that our programs are having positive carryover to school performance.

### **Stakeholder Communication.**

LDC holds meetings with each of the stakeholders as a platform opportunity for their valued input and to assure an understanding of our mutual goals.

**Parents:** Vital to student success is parent communication. LDC communicates with parents by means of written reports, telephone conversations, email, and group and personal meetings. Parent meetings may be held before the start of programs, during the program, and/or at their conclusion. Evaluations by parents help LDC to continuously improve its services and respect the critical importance of parents as stakeholders.

**School administration and school teachers:** A proven tool to support student success and sustain improvement is communication with classroom teachers and department leaders by means of written reports, telephone conversations, email, and personal meetings. LDC meets with teachers and administration for program input, recommendations for grouping students, and notification of areas needing specific LDC instructional attention. Ongoing communication with school administration allows for changes of RTI program implementation as issues arise that necessitate adjustment. LDC supports classroom teachers by providing supplemental small group programs and the use of differentiated instruction aligned with Common Core Standards that will improve their student' performance .

**LDC Teacher Development:** LDC teachers have achieved Master and Ph.D. levels of educational expertise. Many have earned endorsements in a variety of areas within special education and are well prepared to work with the unique needs of all students. LDC provides orientations for clinical teaching. Formal training is continuous and required for teachers, including group dynamics, diversity training, testing, learning plans, program goals, educational materials, best practices, alignment with Common Core Standards, implementation of strategies, data gathering, and reporting. This preparation is given by the LDC Owner/Director, the Education Director, and the Certified Supervisor of Special Education.

- Content and delivery systems and mechanisms proven to result in dramatic sustained improvement linked to student achievement.

The School Improvement Plan (SIP) and recent test outcomes are significant determiners of program design, content, delivery systems, and mechanism to improve student achievement. Program design is contingent on the SIP, student level of achievement, and school demographics.

Instructional materials are research based and delivery systems are data driven and implement Common Core Standards. Parent involvement and staff development opportunities are an inherent piece. Student feedback also guides program design.

LDC utilizes research based materials that are carefully scrutinized for differentiated instruction, compatibility with the school improvement plan and with the needs of the students. Some examples include, *Touch Math*, *Hands-On Equations*, *Geo Legs*, *Measurement and Geometry*, *Cambridge ACT Victory*, *ACT Success*; *Wilson Reading System*, *Explode the Code*, *Crosswalk Coach*, *Ladders to Success*, *Reading Express*, and *Review Practice Mastery*.

Some verifiable and current examples of programs provided include the following:

Henry Ford Academy School for Creative Studies (HFASCS) We provide Henry Ford Academy School for Creative Studies a program during the regular school day for middle and high school students called Learning Enhancement Academic Program (LEAP) to strengthen skills in language arts and mathematics. In the 2010 – 2011 school year, LEAP significantly **raised student test scores by 21 percentile points** on the post-testing. LEAP **continues to be offered** at HFASCS for the third year.

University Preparatory Academy (UPA) Course Credit Recovery– As a result of our NCA AdvancEd accreditation, LDC coordinated with UPA, an urban public high school, to offer seniors who lacked sufficient math credits for graduation an opportunity to recover them during an after school program. Using the Michigan Merit Curriculum and High School Content Expectations (HSCE), students mastered the benchmarks using alternative materials and methods of instruction in combination with computer based practice. **Each student succeeded in achieving graduation.**

ACT Preparation – LDC created a variety of program designs for numerous Michigan high schools. Our ACT programs continue in our school partnerships for years. Examples follow:

- At Covert High School in West Michigan most students improved their scores sufficiently to be **eligible for partial or full college scholarships**. Students improved their scores by an **average gain of 2.66 composite points**.
- UPA 11<sup>th</sup> graders attended an ACT program with LDC. Students improved their scores by an **average gain of 2.65 composite points**. **Students competed to be student assistants to instructors and mentors for their peers** in subsequent classes given by LDC at this school.
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement.

LDC is in its 45<sup>th</sup> year of continuous operation. Our systems for professional development and data recording are solidly in place. Each teacher receives a personal orientation before starting to work at LDC. They are required to have a background check, proof of Master or Ph.D. degree, and experience as an educator. Teachers receive a training book that includes LDC policies and systems for our computers, diagnostic and achievement testing, ILP development, and anecdotal notes.

Staff meetings include ongoing review of Common Core Standards, changes in Michigan education policies, preparation and analysis of school improvement programs, groundwork for NCA reaccreditation, LDC systems, and personnel changes

Regular LDC staff development workshops are conducted. Authors and publishers are invited to train LDC staff in the proper implementation of materials that are being utilized. Physicians from Children's Hospital of Detroit and Beaumont Hospital improve LDC staff's knowledge about new brain science concerning learning disabilities, emotional impairments, autism spectrum, language impairments, gifted intelligence, and visual/hearing impairments, among others. Staff also attends clinical workshops at hospitals and colleges.

LDC staff is encouraged to present internal clinical workshops on topics such as Multiple Intelligences Theory, Wilson Learning System, Hands-On Equations, and Touch Math, to name a few. Internet webinars are frequently utilized to enhance knowledge about education law, best practices, and

technology. LDC staffs are supported by regular verbal and written evaluations of performance by the owner/director. The staffs also engage in ongoing self-evaluation and improvement to sustain NCA AdvancEd accreditation.

LDC has an extensive professional library for our staff that includes current information on education trends, laws, brain science, testing, disabilities, subject area teaching, and societal issues, such as bullying.

The LDC leadership team includes an Education Director and a Speech and Language Director who provide guidance concerning specific students. Our licensed school psychologists, speech/language pathologists, and social workers offer assistance in special cases. The owner/director has served as teaching faculty for the Graduate Program in Special Education and School/Community Psychology in the College of Education at Wayne State University and is readily available to staff. They attend special workshops concerning technology, publications, and accounting practice, as well as data collection and reporting to improve and sustain best business practices.

- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

LDC refers to the School Improvement Plan (SIP) in designing programs for the building. We also develop a working relationship with the School Improvement Committee to assure that we are supporting its goals. In addition, we involve the teachers in the building whose students will be directly affected by the program. The school administration and faculty must evaluate the program favorably for it to be regarded as successful.

Pre and post-testing are built into the program design. Pre-testing has diagnostic components that allow us to understand the performance and goal attainment the child has achieved that is in alignment with core standards and MEAP testing requirements. It also helps us with grouping children in accordance with their skill deficits. Objective post-testing and LDC teacher qualitative evaluations along with school objective assessments and classroom teacher feedback all contribute to summative measurement of student success.

The diagnostic tests and achievement tests used are selected based on the requirements of the SIP. They may include, but are not limited to, *Roswell-Chall Diagnostic Reading Test of Word Analysis Skills*, *Slosson Oral Reading Test (SORT-R)*, *Diagnostic Reading Assessment*, *Betts Diagnostic Reading Inventory*, *Kottmeyer Diagnostic Spelling Test*, *Key Math Diagnostic Arithmetic Test Revised*, *A Diagnostic Inventory of Essential Mathematics*, *Math Level Indicator*, *Kaufman Test of Educational Achievement (KTEA)*, *Peabody Individual Achievement Test*, *Slosson Full-Range Intelligence Test*, *Wechsler Intelligence Scale for Children (WISCIV)*, *Wechsler Adult Intelligence Scale (WAIS)* and *Howard Gardner Multiple Intelligence Survey*.

Compilation of daily attendance, participation, and progress is carefully recorded by LDC teachers. Combined with outcomes from post testing, data is reviewed, analyzed, and disaggregated in narrative format, culminating in recommendations linked to the School Improvement Plan.

## **Exemplar 2: Use of Scientific Educational Research**

- Provide detailed data that supports successful performance in utilizing research and evidence based practices in the delivery of systems and services, especially as applied to secondary school settings.

### **Analysis of HFA LEAP Data 2010 – 2011 School Year**

Henry Ford Academy School for Creative Studies (HFASCS) We provide Henry Ford Academy School for Creative Studies a program during the regular school day for middle and high school students called Learning Enhancement Academic Program (LEAP) to strengthen students' skills in language arts and mathematics. In the 2010 – 2011 school year, LEAP significantly **raised student test scores by 21 percentile points** on the post-testing.

In preparation for the fall semester (November – February 2010) at Henry Ford Academy School for Creative Studies (HFASCS) a staff development workshop was held in August, 2010 in collaboration with the school administration. Part of the presentation was to help teachers to understand the purpose of Learning Enhancement Academic Program (LEAP) and to encourage their support.

At the conclusion of the Fall Semester students responded to a survey jointly prepared by HFA and LDC. The students who responded that they were benefiting from LEAP were invited to continue their participation in the Spring Semester. LEAP **continues to be offered** at HFASCS for the third year.

Contact: Ms. Akosua Burris, Director of Student Services; Mrs. Sarah Pazur, Director of Curriculum and Instruction 313-481-4000

### **Analysis of UPrep ACT Math Data 2009 – 2010 School Year**

Students participated in the July and August 2009 ACT Math classes and the January 2010 Review classes. Students received post-testing through LDC prior to the actual MME/ACT.

#### **Gains**

ACT considers a 3-point gain on the test significant. Nearly three quarters (73%) gained 3 points or greater between the Pre-test and the actual MME-ACT math portion.

**More than half of the students (51%) gained 3 or more points. One third (33%) gained 4 or more points. Nearly a quarter (21%) gained 5 or more points.**

The lowest score on the Pre-Act was 13 which increased three points to 16. The highest score on the Pre-Act was 21 which improved three points to 24. One student had a Pre-test score of 15 which improved nine points to 24.

Of the students who participated in the summer program only, two reached a 20 or greater on the math portion; of the students who took both summer and Review, 14 additional students achieved a 20 or greater on the math portion. Greater improvement was demonstrated on the Actual ACT scores by students who participated in both programs

Contact: Mr. Doug Ross, former University Preparatory Academy Superintendent 248-705-9790



**The tables below show additional data supporting success with schools:**

	School Year	Reading Average Grade Equivalent Increase
Detroit Public Schools	2010-2011	<b>1.00</b>
Detroit Public Schools	2009-2010	<b>0.93</b>
Inkster High School	2010-2011	<b>0.50</b>
Covert High School	2010-2011	<b>1.70</b>
Michigan Technical Academy	2009-2010	<b>1.90</b>
Detroit Midtown Academy	2010-2011	<b>1.80</b>

	School Year	Average Percent Increase
Henry Ford Academy School for Creative Studies - Reading	2009-2010	<b>8.70</b>
Henry Ford Academy School for Creative Studies - Mathematics	2009-2010	<b>8.00</b>

	School Year	Math Average Grade Equivalent Increase
Detroit Public Schools	2010-2011	<b>0.85</b>
Detroit Public Schools	2009-2010	<b>0.84</b>

	School Year	Math Average Percentile Increase
Covert High School	2010-2011	<b>17.40</b>
Enterprise H.S. Warren Woods	2009-2010	<b>26.00</b>
Henry Ford Academy School for Creative Studies	2010-2011	<b>21.00</b>

- Cite and reference available research studies and provide data that indicates the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which services are provided:

LDC policy is to use instructional programs and materials that are research based and facilitate meaningful change in learning behavior. However, because students have many learning styles, we are not limited to one program, and we are committed to differentiated instruction and small group learning.

Differentiated instruction, according to Carol Ann Tomlinson (as cited by Ellis, Gable, Greg, & Rock, 2008, p. 32), is the process of “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student’s readiness level, interests, and preferred mode of learning.”

Small-group instruction offers an environment for teachers to provide students extensive opportunities to express what they know and receive feedback from other students and the teacher. Instructional conversations are easier to conduct and support with a small group of students (Goldenberg, 1993). Small group instruction has been found to yield the highest effect with students (Albaum, Vaughn, Hughes, Moody, & Schumm, 2000.)

Research supporting the **Crosswalk Coach** (published by Triumph Learning) English Language Arts pedagogy incorporates systematically collected and empirical evidence, amply supported by the research of Wells, Rosenshine, Meistner, and Benson, and the National Reading Panel, and reflecting Vygotsky's Zone of Proximal Development. These studies have been subjected to rigorous data analysis, and many have been peer reviewed in academic publications. Brain function studies and those that show how expert teachers teach, reinforce the strength of the underlying research.

**Review Practice Mastery** (published by Perfection Learning Corporation) test "coaching" has been shown to raise a student's score from the 50<sup>th</sup> to the 60<sup>th</sup> percentile, or by about 2.5 months on a grade equivalent scale. (Bangert-Drowns et.al., 1983) Berliner (1986) has shown that time spent teaching test taking strategies and subsequent gains in achievement test scores are directly related. His research also pointed out that low-income students and those not proficient in English may gain more from test preparation than their more academically proficient peers. This is borne out with studies of students characterized as "special" or "remedial" or culturally diverse (Dreisback & Keogh; Kalechstein, Kalechstein & Doctor; Scruggs & Mastropieri).

Studies in more than 135 classrooms in 17 states involving more than 2500 students have yielded unequivocal evidence of the ability of students to quickly learn basic algebraic concepts through the use of the **Hands-On Equations** method of instruction. Inasmuch as Algebra is required learning for a Michigan high school diploma, this approach is excellent for a visual-conceptual basis for the subject. The result of three research studies involving a total of 22 classrooms demonstrate that students had a large gain from the pre-test to each of the post-tests. The students did equally well using pictorial notation, and the program is age-blind. Further research by Henry Borenson and Larry W, Barber (2008) notes that inner city students made significant gains. Reviews are ample from the *Journal of Educational Psychology*, *Gifted Child Today*, *Educational Studies in Mathematics*, and *Cognition*.

Cambridge Educational Services Targeted Educational Solutions **ACT Victory** helps students to meet standards and perform to the best of their abilities on standardized tests and in the classroom. This data-driven program is designed to facilitate accelerated learning by implementing data assessment as part of the Cambridge Six-Step Approach to target challenging areas, while reviewing skills that students have mastered. Because the program's emphasis is on standards-based skills review, the materials are also useful tools for achieving school improvement.

**ACT SUCCESS Strategies for Mastering the ACT** was designed by James D. Giovannini and Patsy J. Prince, M.Ed., owners of Academic Learning Centers in Illinois, specializing in college bound learning disabled students. The program has been successfully used in Chicago schools for the past fifteen years (recently purchased and published by Barron's Educational Series). The program is accompanied by the recently published **ACT Flashcards**, covering all five sections of the ACT and filled with test-taking tips and strategies, and practice problems that mirror questions on the ACT.

### **Exemplar 3: Job Embedded Professional Development**

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- Provide detailed data that supports successful performance in developing job-embedded professional development plans for:

- Principals

Our professional development plans include assisting school principals in reviewing the school improvement plan, designing programs for school improvement, disaggregating student performance data, determining next steps after the program is completed, and developing ways to engage teachers in the change process.

- School leadership teams

Our professional development plans allow us to meet with school leadership teams to understand their primary concerns and goals for students as they relate to the school mission and school improvement plan. The LDC owner/director's experience as Chair of NCA evaluating teams brings an additional component for developing professional development plans for LEA secondary school staff members.

LDC leadership teams meet regularly to review test data and to evaluate and improve our current program designs and implementation

- Teachers

Engaging the school's teachers in a supplementary education program is critical to its success. We recognize the importance and necessity of their input, support, knowledge, and experience. With this in mind, LDC meets with the school's teachers or department members, includes them in the planning process, demonstrates sensitivity to their concerns and interests, encourages collegial discussion, and explains the program as it develops. We attend teacher meetings and hold teacher workshops with the support of the school leadership and the school improvement teams. In this way we can ensure coordination of services.

LDC teachers are hands-on trained in the materials to be used in RTI and supplemental school programs. Best practices of instructional strategies are presented and reviewed. As well, they are trained in the demographics of the students and the cultures of the communities where our participants reside. Each school, program, and/or grant has different procedural requirements for tracking attendance and measuring effectiveness. These are thoroughly explained and understood before we enter the school building.

Our teaching and leadership staff provide workshops in the schools to improve their teachers' knowledge of special needs students and best practices for teaching this population, as well as underserved, undereducated students in failing schools.

- Support staff

We work with the Title One Coordinator to ensure that parents have signed agreements for their students' participation and to notify them when students are not attending the program.

We work with the school office staff, so that they are acquainted with our staff and they notify us when students are not in the building on snow days, field trips, testing, and professional development.

We work with the special education staff to provide appropriate work accommodations for students with IEPs or 504 Plans.

LDC support staff is fully informed of our school programs, so that they may communicate with the school on our behalf as needed.

### Monitoring Success of Professional Development

Written evaluations are conducted through questionnaires to provide feedback to LDC from principals, school leadership teams, teachers, and support staff.

The LDC leadership team analyzes the results of the written evaluations to improve professional development going forward.

Professional development is ongoing. LDC responds immediately to LEA concerns, questions, and issues of implementation by email, telephone, meetings, and onsite visits with teachers, parents, and leadership.

Test data confirms that the coordinated efforts have been successful.

The school determines that LDC has provided valuable services and continues to use our programs, materials, and training for staff.

#### **Exemplar 4: Experience with State and Federal Requirements**

Describe experiences with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework

We are currently developing a program with a Detroit Public K-8 school to improve reading comprehension for students in Grades 4 and 5. The administration and staff have approved the program design as being in alignment with the School Improvement Framework and the School Improvement Plan.

- The Michigan Comprehensive Needs Assessment

This systematic process assists in making data driven decisions. The data LDC collects provides helpful information to the schools we serve to put together analyses and craft decisions about future programming to improve schools and student performance.

- Individual School/District Improvement Plans, North Central Association (NCA)

Learning Disabilities Clinic achieved North Central Association accreditation in 1998. Subsequently, LDC has earned reaccreditation several times and will be on schedule for the next site visit during the summer of 2013.

Additionally, the founder and director of LDC was trained and certified as an NCA/AdvancEd Quality Assurance Chair in 2010. She has served on QAR teams and will chair a site visit in March 2012.

- Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice – One Plan"

One Common Voice – One Plan relates to school improvement across the state of Michigan as a part of the 21<sup>st</sup> Century Schools Improvement. Districts completed a District Process Profile based primarily on 19 District Process Rubrics found on the AdvancEd website, followed by a District Improvement Plan (DIP). Districts that are NCA District Accredited completed the Standards Assessment Report. AdvancEd is an integral part of the process to monitor and improve school quality.

- Understanding of Title I (differences between Targeted Assistance and School-wide)

LDC has worked in public/private partnerships with schools to provide targeted assistance for Response to Intervention (RTI) programs of Mathematics, English Language Arts and Test-Taking Skills.

LDC has provided staff development workshops related to identification and accommodations for inclusion of special needs students in the regular classroom.

- State assessments – Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)

LDC is Michigan authorized to provide SES to improve student achievement on state assessments. We also provide programs to improve test taking skills for the MEAP, MME, and ACT.

- Michigan Grade Level Content Expectations (GLCEs)

LDC is authorized through the Michigan Department of Education as Supplemental Education Service Providers (SESP) for the *No Child Left Behind (NCLB)* section of the *Elementary Secondary Education Act (ESEA)*. We were obliged to align our instructional goals with the Michigan Grade Level Content Expectations. We also aligned supplemental and summer programs to align with the GLCEs.

- Michigan High School Content Expectations (HSCEs)

Authorized through the Michigan Department of Education as SESP for the NCLB section of the ESEA. We were obliged to align our instructional goals with the Michigan High School Content Expectations (HSCEs). We also aligned supplemental and summer programs to align with the HSCEs.

**Our instructional goals will be aligned with the Common Core Standards now that they are being adopted.**

- Michigan Merit Curriculum

As an NCA/AdvancEd accredited special purpose school, we provide course credit recovery for high school students in alignment with the Michigan Merit Curriculum. Currently, we are working with several students who suffered traumatic brain injuries, helping them to earn the credits they lack in order to be on schedule for high school graduation. In the past we have worked with students diagnosed with learning disabilities and chronic illness that were unable to complete courses in the prescribed length of time expected in the traditional school model, yet had the capability to do the work under conditions of extended time, one-to-one instruction, and alternative instruction.

- Michigan Curriculum Framework

The framework is the actual curriculum for Michigan students with Benchmarks for expected achievement by certain ages and grade levels. The GLCEs and HSCEs are the specific objectives that flesh out the framework. As providers for course credit and supplemental school programs, we have designed our programs to fulfill each.

- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Students who do not meet the definitions of the 13 categories under the federal special education law may still qualify for extra services and supports under *Section 504* of the *Federal Rehabilitation Act of 1973* or the *Americans with Disabilities Act*. As education specialists for special needs students, we regularly work with students who have qualified for a 504 Plan. We help families to understand the entitlements and responsibilities of the law and advocate for their children at school meetings. We also provide appropriate accommodations for students in our school partnership programs. We help teachers to understand the 504 Plan where we staff Special Education personnel, such as school psychologists, social workers, and speech/language pathologists.

### **Exemplar 5: Sustainability Plan**

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- Demonstrate significant knowledge and experience in developing sustainability plans.

LDC has years of experience and expertise in designing and successfully implementing differentiated instructional programs that address the diversity of learning styles and elevate performance outcomes.

#### **PHASE I**

Prior to the designing and implementation of any new program, LDC staff will meet with the LEA administration and leadership team to review the existing SIP, along with MEAP and MME results, and other pertinent data. Areas of primary need are defined and program goals are set. The LDC staff presents evidence based programming options and time lines. The LEA team selects students for Phase I of the program.

The LEA administration and leadership team, supported by LDC staff present the small group instruction plan to LEA staff. Appropriate department leaders become involved in the scheduling and implementation of the program.

Parent meetings are scheduled by the LEA administration. Parents are provided with overview of the program by the LEA and the LDC staff, given an opportunity to ask questions, and make decisions concerning their child's participation in the program.

The LEA leadership team and LDC meet for job embedded professional development, to review, monitor, and adjust the program implementation and progress in meeting the school improvement goals. An end of year evaluation is provided to parents, students, and staff.

#### **PHASE II**

The LEA leadership team is expanded to include appropriate department leaders who, along with the LDC staff, review and evaluate Phase I of the program. Students are identified by the teachers, administrators, and/or parents for inclusion in the second year of the program. Needed changes and modifications are made. Once again, staff and parent meetings are held. The LDC leadership team reviews and may modify the selection of materials to be used by the small group instructors. School Department leaders are invited and encouraged to view or participate in the small group instruction to have first hand experience in its operation.

The LEA team and LDC leadership team meet for job embedded professional development, to review, monitor, and adjust the program implementation and its progress in meeting the school improvement goals. An end of year evaluation is provided to parents, students, and staff.

#### **PHASE III**

The LEA leadership team, including appropriate department leaders and the LDC staff, review and evaluate Phase II of the program. Needed changes and modifications are made. Students are

identified by teachers, administrators, and/or parents for inclusion in the third year of the program. Once again, staff and parent meetings are held.

Department leaders and LEA administrators identify staff members who would like to observe the LDC program in its small group instructional setting. LDC staff provides professional development concerning how to administer pre and post tests, small group instruction, selection of appropriate educational materials, and curriculum modifications.

The LEA team and LDC meet for job embedded professional development, to review program implementation and progress in meeting program goals. An end of year evaluation is provided to parents, students, and staff.

By the end of Phase III LEA administrators, the leadership team and teachers identified as program instructors have received the necessary training to implement the program going forward.

School improvement is sustained by repeating and expanding successful programs, so that the school may run them independently. The LDC staff is available to assist in this process through ongoing consultation. The school may also choose to continue LDC programs through public/private partnerships.

We hope that our winning partnerships will encourage schools to implement small group instruction as an ongoing model to assist students with skill improvement, individual attention, group problem solving, and individual self-esteem.

We also believe that our unique success in involving parents and teachers in the process of developing trust and sustaining improvement is notable and worthy of ongoing replication. Our teacher development workshops have improved best practices and new methods of instruction, along with new ideas for materials and hands-on learning experiences.

The data we record and its disaggregation will be an ongoing example for schools to determine the implications of data for future programs and sustainability, and that LDC may be an ongoing partner in that pursuit.



### **Exemplar 6: Staff Qualifications**

Learning Disabilities Clinic was established in 1967 by its owner and director, Lynne Master, M.Ed., to diagnose and treat the wide range of learning disorders in children and adults.

In 1999 LDC became the first education clinic in the United States to achieve NCA CASI accreditation (North Central Association Commission on Accreditation and School Improvement, now under the umbrella of AdvancEd). LDC is currently accredited in 50 states and 65 countries.

In 2003 LDC was authorized by the Michigan Department of Education to offer Supplemental Educational Services (SES) through the *No Child Left Behind* section of the *Elementary Secondary Education Act (ESEA)*. Subsequently, the MDE authorized LDC as a SES Provider for science and social studies.

In 2011 LDC achieved national certification as a Women's Business Enterprise (WBE).

Now in its 45<sup>th</sup> year of continuous operation, LDC works with all learners. It has earned the respect of physicians, hospitals, psychologists, social workers, the Courts, United Auto Workers Union, State of Michigan Departments of Energy, Labor, and Economic Growth, Michigan Rehabilitation Services, Michigan Department of Human Services, Michigan Adoption Medical Subsidy, mental health agencies, school districts and public charter academies, all of whom refer patients, consumers, and students.

LDC has engaged in public/private partnerships with stakeholders for many years, including the Detroit Public Schools, Covert Public Schools, University Preparatory Academy, Cartwright School District #83 (Arizona), Henry Ford Academy School for Creative Studies, among others, to improve students' study skills, test preparation, reading, writing, math, science, social studies, and ACT outcomes.

The November 2011 *Smart Money* magazine, published by the *Wall Street Journal* identified Learning Disabilities Clinic as one of the most experienced and innovative education businesses in the United States.

- Staff Qualifications

Teachers must have a minimum training of Master or Ph.D. level of education and be Highly Qualified. Applications must include a resume with references, proof of teacher certification and endorsements, and a transcript of the highest degree of educational achievement. Each teacher must have fingerprinting, background check, and criminal history clearance. An intensive interview is personally conducted. All information is kept current and on file. Teachers and Project Directors are hired and utilized according to the needs of each program design.

- Experienced and Stable Leadership Team

Lynne Master, M.Ed., Owner-Director, 45 years; Educator for 52 years.

Krista Bartlett, M.A.T., Education Director, 7 years; Educator for 10 years.

Kelly Beard, M.A., CCC-SLP, Director of Speech and Language, 9 years; SLP for 17 years.

Kristine Hanstrom, M.F., M.Ed., Leadership Team, 3 years; Special Educator for 30 years.

Sharon Smith, B.A., Business Director, 5 years; Educator for 25 years.

Joanne Copeland, Accounts Manager, 8 years; Bookkeeper for 25 years.

**LYNNE MASTER, M.ED.**

25611 Coolidge Highway  
Oak Park, Michigan 48237

248-545-6677  
FAX: 248-545-2152

lynneldc@aol.com  
www.ldclinic.com

*Court Proceedings*

**Circuit Court of Oakland County-Family Division  
Oakland and Wayne County Probate Courts**

Pontiac and Detroit, Michigan

Expert witness on learning disorders.

Testing and diagnostic evaluations of educational skills and disabilities, reports and trial preparation on traumatic brain injured and learning impaired in civil cases.

**US District Court-Eastern District,**

Detroit School District Monitoring Commission

Expert to Desegregation Reading Subcommittee.

*Awards*

**Distinguished Service Award**

Detroit School District

United States District Court

Monitoring Commission

Desegregation Court Order to Detroit Public Schools

1976 -1984

*Adult Services*

Authorized provider approved for educational services to **UAW-Ford, UAW-Chrysler** and **UAW-General Motors** autoworkers.

Consulting and Treatment Agency for

**University of Michigan, Oakland University, Oakland Community Colleges, and Wayne County Community Colleges - Office of Disability Support Services.**

Approved vendor to **State of Michigan – Michigan Rehabilitation Services, Michigan Department of Energy, Labor and Economic Growth; Michigan Department of Human Services and Adoption Medical Subsidy.**

*Administration*

**Owner and Director, Learning Disabilities Clinic, Inc.**

The first and only **North Central Association AdvancEd accredited** education clinic. In the Detroit community since 1967: Treat children and adults who have attention and learning disorders; Contract Special Education services with School Districts and Public School Academies; Provide alternative education for K-12 and courses for credit/credit recovery for high school students; **Michigan Department of Education Authorized** Supplemental Educational Service Provider for the *No Child Left Behind, Elementary Secondary Education Act (ESEA)*; Offer ACT Test Prep courses to schools & individuals; Create programs for Title I schools; and place teachers in school programs for contract services. Nationally certified as a **Women's Business Enterprise (WBE).**

**Executive Director, Learning Development Center**

A 501C3 committed to providing pilot programs and education research to improve the percentage of students graduating from high school, and providing educational

testing, tutoring, and career counseling to assist veterans to become employable citizens after serving in the United States Military.

**Coordinator**, Learning Abilities Laboratory

College of Education, **Wayne State University**, Detroit, Michigan

Directed clinical practicums of Master's Candidates in Special Education/School and Community Psychology on testing and treating learning disabled children and adults. Responsible for selection of laboratory materials inventory.

*Teaching*

**Educational Therapist** in clinical practice,

**Learning Disabilities Clinic, Inc.**

Treated children and adults with learning disabilities, attention disorders, gifted intelligence, and pediatric traumatic brain injuries.

**Wayne State University**, Detroit, Michigan

Clinical Psychology Department, College of Education

Provide instruction and Clinical Training of Master's Candidates in Special Education/School and Community Psychology.

**Salvation Army**

Detroit, Michigan

**Instructor**, Parenting Skills Class for addicted and homeless mothers of minor children, Harbor Light Evangeline Substance Abuse Program.

**Corrective Reading Consultant**, K-8 Elementary/Middle Schools

Highland Park, Michigan School District

Tested incoming students new to District, placed students in classrooms according to their instructional reading levels; selected basal readers for each grade; in-serviced teachers; and instructed students below capacity levels as determined by an individually administered informal reading inventory.

*Consulting*

*(Partial Listing)*

**Detroit Public Schools Independent Evaluator**,

Participate in arbitration hearings to resolve disputes between the school district and parents or agencies representing children with learning problems. Conduct independent achievement and diagnostic testing.

**Salvation Army Consultant**

**School Readiness Advisory Committee**

Harbor Light Evangeline Center; Detroit, Michigan

**Moss School Consultant**

West Bloomfield, Michigan

**Bloomfield Country Day School Consultant**

Birmingham, Michigan

Assisted staff by diagnosing learning disorders, recommending classroom and curriculum accommodations, school placement, teacher selection, and providing student evaluations.

**Institute of Neuropsychiatric Rehabilitation**

Southfield, Michigan

Participated in clinical staffings and provided educational information to mental health personnel.

*Speaking(Partial Listing)*

"Children, Adolescents, and/or Adults with Learning and Attention Deficits"**CH.A.D.D. of Windsor-Essex**, Ontario; **CH.A.A.D. of Oxford**, Michigan; **CH.A.D.D. of Northwest Philadelphia**, Pennsylvania.

"Rap with the Experts"

**CH.A.D.D. of Eastern Oakland County**, Troy, Michigan

**Learning Disabilities Association of Michigan (LDA of Michigan)**

State Conferences: Lansing, Michigan; Warren, Michigan

**Michigan Association of Learning Disabilities Educators (MALDE)**

State Conferences: Grand Rapids, Michigan; Boyne Falls, Michigan

Skills Enhancement Program - teacher training "Connections" conference,

**UAW-Ford**; Dearborn, Michigan

**Goodwill Industries of Canada**, Windsor, Ontario

**Rehabilitation Insurance Nurses Council (RINC)**

**Education Industry Association (formerly AEPP)**

National Conference: Boston, MA; Evanston, IL; Orlando, FL; San Diego, CA, New Orleans, LA; San Francisco, CA

**Association of Education Practitioners and Providers (formerly AAEP)**

National Conferences: Detroit, MI; Los Angeles, CA; Philadelphia, PA

**American Association of Educators in Private Practice**

National Conferences: Madison WI; Minneapolis MN; Milwaukee WI; Nashville TN; Evanston, IL; Detroit MI; Los Angeles CA; Philadelphia PA; Boston MA; Baltimore, MD

**Associated Professional Educators of Louisiana (APEL)**

Statewide Workshop, Baton Rouge, LA

"It's not Easy Being Gifted"

"Learning Disabilities and Giftedness Are Not Mutually Exclusive"

**Gibson Lecture and Discussion Series (G.L.A.D.)**

Redford, Michigan

"Academic & Social Effects of Chronic Illness"

First Educators Awareness Workshop

**Crohn's & Colitis Foundation of America and Oakland Schools**

"Diagnosis and Evaluation of Persons with Severe Reading Problems"

(Learning Disabilities/Dyslexia)

**Romulus and VanBuren School Districts of Michigan;**

Michigan State Board of Education Grant

"Who Can? You Can!"

Keynote Speaker for Students with Disabilities Workshop Day

**L'Anse Cruese School District**

*Staff Development  
(Partial Listing)*

"Attention Deficit Disorder"

**People's Republic of China**

Trained physicians, psychologists and educators in Beijing, Xian, Nanjing, and Shanghai

**UAW-Ford**, National Education, Development and Training Center

**Michigan Rehabilitation Services**, MI Jobs Commission, MI Dept of Labor & Economic Growth

**The Children's Center of Detroit**, Clinical Training Series

**Jewish Family Service of Metropolitan Detroit**

**Ardmore Hospital**

**Michigan School Districts of Highland Park, Oak Park, Royal Oak, and Troy;**  
**Gibson School for Gifted**, Redford; **Agency for Jewish Education**, Southfield;  
**Our Lady Our Lady of the Lakes High School**, Waterford; **Mercy High School**,  
Farmington Hills; **Salvation Army**, Detroit; **Association of Independent Nursery**  
**Schools**, Troy; **Jewish Education Agency**, Flint; **University Preparatory High**  
**School**, Detroit; **Henry Ford Academy School for Creative Studies**, Detroit

*Publications*

Syndicated column on issues of child development, family, & education

**"Family Affairs"** -published monthly

**Troy-Somerset Gazette**, Troy

**Northwest Gazette**, Southfield

**New Center News**, Detroit

**Wide-Track News**, Pontiac

**Tech Center News**, Warren

**"Today's Parent," Metro Parent Magazine**

monthly publication in Southeastern Michigan

**"Lynne Master - Columnist," South Haven Tribune**

bi-weekly publication in West Michigan

**"Parenting," Coopersville Connection**

bi-monthly publication in West Michigan

**Outlook**, publication of the Learning Disabilities Association of Michigan

**Journal for Michigan Parents & Educators**, Washtenaw County, Michigan

*Professional Leadership  
(Partial Listing)*

**AdvanceEd, North Central Association (NCA)**

Certified Quality Assurance Review Chair for school accreditation

**Michigan Department of Education Office of School Improvement**

Supplemental Educational Services Advisory Committee

**Michigan Department of Education**

Title One Advisory Committee

**Detroit Public Schools**

Cohorts Committee to Advise on Supplemental Education Services

**Education Industry Association**

**(formerly Association of Education Practitioners & Providers)**

Trade Association of the Education Industry

Past National President

**Education Industry Leadership Board**

Charter Member

**Children and Adults with Attention Deficit Disorders (CH.A.D.D.)**

Professional Advisory Board for Eastern Oakland County

**Gibson School for the Gifted**, Redford, Michigan

Board of Trustees

**The Children's Center**, Detroit, Michigan

Board of Directors

The ENCOURAGEMENT CLUB,

Empowerment program for parents and children at risk

Chair of Advisory Committee

**Effects of Problem Gambling on Children and Families**

Chair of Task Force

*Media Appearances  
(Partial Listing)*

**WBRZ-TV** (ABC) – Baton Rouge, LA

**WXYZ-TV** – Detroit

"Gifted Kids"

"Kids Who Hate School"

"How Do You Know If Your Child Is Ready for School?"

**WXYZ** – Detroit Talk Radio

"Learning Disabilities"

*Education*

Master of Education

**Wayne State University** College of Education, Detroit, Michigan

Bachelor of Science

**Wayne State University** College of Education, Detroit, Michigan

*Memberships*

Head Injury Alliance

Michigan Head Injury Providers Council (MHIPC)

Council for Learning Disabilities

Learning Disabilities Association of Michigan (LDA of Michigan)

Michigan Association of Learning Disabilities Educators (MALDE)

National Coalition of Supplemental Education Service Providers

National Learning Disabilities Network (NLDN)

Michigan Inter-Professional Association (mipa)

International Reading Association (IRA)

Education Industry Association

Education Industry Leadership Board

**Krista Bartlett**  
48695 Fairmont  
Macomb, MI 48044

**EDUCATION**

Wayne State University, Detroit, MI  
Masters of Arts in Teaching

Western Michigan University, Kalamazoo, MI  
Bachelor of Science

**PROFESSIONAL  
EXPERIENCE**

Learning Disabilities Clinic  
Education Director/Teacher

Research, review and procure new educational materials; develop implement and administer in-school remediation, acceleration and ACT programs; gather and create data driven reports; conduct new teacher orientations; review and revise submitted student education plans; organize and conduct teacher trainings for new materials and/or programs; create necessary brochures and flyers; attend educational fairs and conferences.

Teach students of all ages in one to one and group settings including those with ADHD and Learning Disabilities.

Utica Community Schools  
Teacher

Planned and implemented units and lessons for various elementary grade levels including Special Education; effectively used technology in the classroom, participated in IEP meetings; evaluated individual reading levels and modified lessons for individual students as needed.

**OTHER WORK  
EXPERIENCE**

Pro Tech Resources  
Account Manager

Successfully recruited and placed skilled laborers for the automotive industry; gained new accounts; serviced and maintained existing accounts.

The Rehmann Group  
Administrative Assistant

Assisted the software implementation division with marketing strategies; assisted the accountant division with processing of tax returns and extensions, weekly bank deposits, filing and word processing.

**PROFESSIONAL  
DEVELOPMENT**

Cambridge ACT trained  
Hands-On Equations trained  
King Joe (math program) seminar  
Education Industry Association Conference-Denver  
Education Industry Association Conference-Chicago



**KELLY BEARD, M.A. CCC-SLP**  
2058 Dorothea Rd.  
Berkley, MI 48072

Phone: (248) 336-8058  
Cell: (248) 302-4044  
Kbeard1122@hotmail.com

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## **SPEECH LANGUAGE PATHOLOGIST**

*Adult ❖ Pediatric ❖ Educational ❖ Private Practice*

### **CORE COMPETENCIES**

- Articulation/Phonology
- Augmentative/Alternative language and technology
- Executive functioning
- Apraxia of Speech
- Autism Spectrum Disorders
- Voice/Fluency

### **PROFESSIONAL EXPERIENCE**

#### **Birmingham Public School, Birmingham, Michigan**

**2005-Present**

- Provide diagnostic and therapeutic intervention to children in an educational setting from preschool (age 3) through post-secondary (age 26).
- Certified as an IEPT neutral facilitator.
- Extensive team collaboration and programmatic implementation with Autism, Aspergers, NVLD, Executive functioning skills, Augmentative/Alternative communication and closed-head injuries.
- NVCPI Certified (Non-Violent Crisis Prevention Intervention)

#### **Utica Community Schools, Utica, Michigan**

**2001-2005**

- Provided diagnostic and therapeutic intervention in an educationally based setting with grades K-9 in individual, group, and whole class instruction.
- Treatment emphasis in the areas of articulation, language, fluency, voice, pragmatics, and high-level language skills.
- Implemented the Language! Curriculum in a multitude of classes.
- Chairperson for Public Relations and Department Social Committees.

#### **Lakeshore Communication Disorders Center, St. Clair Shores, Michigan**

**1998-2001**

- Evaluated and treated adults and children with communication and swallowing disorders (dysphagia) in an acute care hospital setting.
- Assessed swallow function via videofluoroscopic swallow studies in direct collaboration with the radiology department.
- Extensive experience in the areas of aphasia, dysarthria, apraxia, dysphonia, tracheostomy/ventilator dependence, and cognitive-linguistic communication disorders.
- Lead Speech Pathologist on an inter-disciplinary CVA (stroke) team for a multitude of years.
- Provided direct supervision of staff and clinical fellows in three satellite facility settings.

## **EDUCATION**

**Master of Arts, Speech-Language Pathology, 1997**

Michigan State University, East Lansing, Michigan

**Bachelor of Arts, Speech-Language Pathology, 1994**

Michigan State University, East Lansing, Michigan

## **PROFESSIONAL AFFILIATIONS**

**American Speech Language Hearing Association**

**Maintain current Certificate of Clinical Competence**

**Current First Aid Trained**

**Non-Violent Crisis Prevention Intervention trained**

**Kristine Hanstrom**  
3453 Crooks Road  
Royal Oak, Michigan 48073  
248-549-5123  
[krista915@aol.com](mailto:krista915@aol.com)

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## EDUCATION

Master of Finance, Walsh College  
Master of Education, Wayne State University

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## EMPLOYMENT

*Leadership Team, Learning Disabilities Clinic, Oak Park*

- Provision of evaluation and individual instruction to general and special education students
- Teacher of Title I and School Improvement Programs

*Executive Director, Habitat for Humanity S. Oakland County*

- Responsible for administrative activities, coordination of volunteer activities, grant writing, fundraising, etc. to support the construction of affordable housing

### **SUPERVISOR, SPECIAL EDUCATION, ROYAL OAK SCHOOL DISTRICT**

- Responsible for supervision and evaluation of teaching and support staff, program development, grant writing, budget development, coordination of alcohol and drug education activities

### **TEACHER, TEACHER-CONSULTANT, ROYAL OAK SCHOOL DISTRICT**

- Provision of direct instruction to learning disabled students
- Consultant service to general education teachers

### **TEACHER, HARPER WOODS SCHOOL DISTRICT**

- Provision of direct instruction to elementary school students

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## ACTIVITIES

Royal Oak Youth Assistance, Board of Directors  
Royal Oak CROP Walk Coordinator  
Ferndale Adult and Community Education Advisory Board  
Royal Oak Prevention Coalition  
South Oakland County YWCA, Board of Directors

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## CREDENTIALS

Issued by the Michigan State Department of Education:  
Permanent Teaching Certificate

- Special Education Endorsements: Learning Disabled, Cognitively Impaired

Administrative Certificate -Supervisor of Special Education

**CITY OF OAK PARK, MICHIGAN**

**BUSINESS LICENSE**

ISSUE DATE: 01/25/2011

EXPIRATION DATE: 12/31/2011

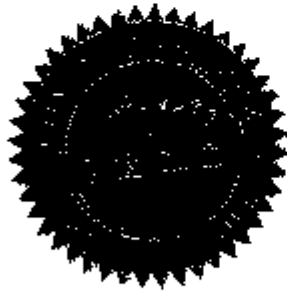
**BUSINESS**

LEARNING DISABILITIES CLINIC

25611 COOLIDGE

Oak Park MI 48237

**NOT TRANSFERABLE**



LICENSED BUSINESS TO BE  
CONDUCTED IN CONFORMITY WITH  
AND SUBJECT TO THE PROVISIONS OF  
THE ORDINANCES OF THE CITY OF OAK  
PARK AND THE LAWS OF THE  
STATE OF MICHIGAN.

  
CITY CLERK

  
MAYOR

**THIS LICENSE MUST BE POSTED IN A CONSPICUOUS PLACE**

